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Education and Culture DG

Lifelong Learning Programme



INNOVATIVE METHODS AND PRACTICES TO FACILITATE SOCIAL INCLUSION

Project No. 503575-LLP-1-2009-1-LT-GRUNDTVIG-GMP

# The Role of Learners' Commissions within the project

*WP6 "Quality assurance of the project activities and results"*

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**The main aim of “Quality assurance of the project activities and results”**

**to ensure quality of the project management and projects' outcomes**



# Learners' Commissions role in quality assurance of the project

**Learners' Commissions (LCs) are described as a group of 5 -7 adult learners from selected target groups:**

- *unemployed,*
- *migrants,*
- *senior citizens*

**in each country:**

- *Lithuania,*
- *Germany,*
- *Spain,*
- *Great Britain,*
- *Czech Republic*

who are involved in the project's implementation and evaluation processes. Other Stakeholders such as social partners can also be included in Learners' Commissions



# Aims of LCs

1. To gain feedback on project outcomes to ensure that they are more “user-friendly”
2. To ensure the direct involvement of learners (end-users) in the development of project products
3. To inform the internal evaluation about the progress at a national level
4. To ensure relevance to the needs of target groups
5. To ensure a user-led approach to encourage disadvantaged people to move from social exclusion to inclusion
6. To evidence that we are fulfilling the aims of the project to good quality
7. To gain input from learners



# Benefit from LCs

## 1) Benefits for project's **outcomes**:

- The deliverables of project will be “user-friendly”;
- The deliverables of project will be of a better quality.

## 2) Benefits for project's **organization**:

- The awareness will be raised in the local community of the project and organization;
- The project's pilot groups are formed with the help of learners' commissions;
- User-led continuous monitoring of the project.



# Organization aspect and VMU role

- **4 round-table discussions** with Learners' Commissions have been organized (every 6 months at national level)
- VMU is responsible for the preparation of common **Agenda** and **Methodology (Questionnaire)** for each round-table discussion in each country
- Managers of the project use discussions with members of Learners' Commissions
- **Recommendations for improving project's** deliverables have been formed after each round-table discussion by the project manager in each country, translated by partners into English and transferred to VMU for organizing appropriate changes.



## Aims of Each round-table discussion (1)

- 1st – to get the information from target group about the **knowledge and experience on SMM** (Role model, Group Social Mentoring, Visual workshop);
- 2nd – to get the evaluation from target group about the **Role model**;
- 3rd – to get the evaluation from target group about the **Group Social Mentoring** process and management;
- 4th - to get the evaluation from target group about the **Visual workshop and SMM impact to their own lives**.

After 4th round-table discussion with LCs prepared questionnaire for managers were also provided.



## Aims of Each round-table discussion (2)

**Every questionnaire of each round-table discussion with LCs also included some open questions about the:**

- Impact of each method to the target group
- Improvements of each method
- Feelings of target group, after using one of these (Role model, Group Social Mentoring, Visual workshop) methods.





# Results from 1st – 3rd national round-table discussions

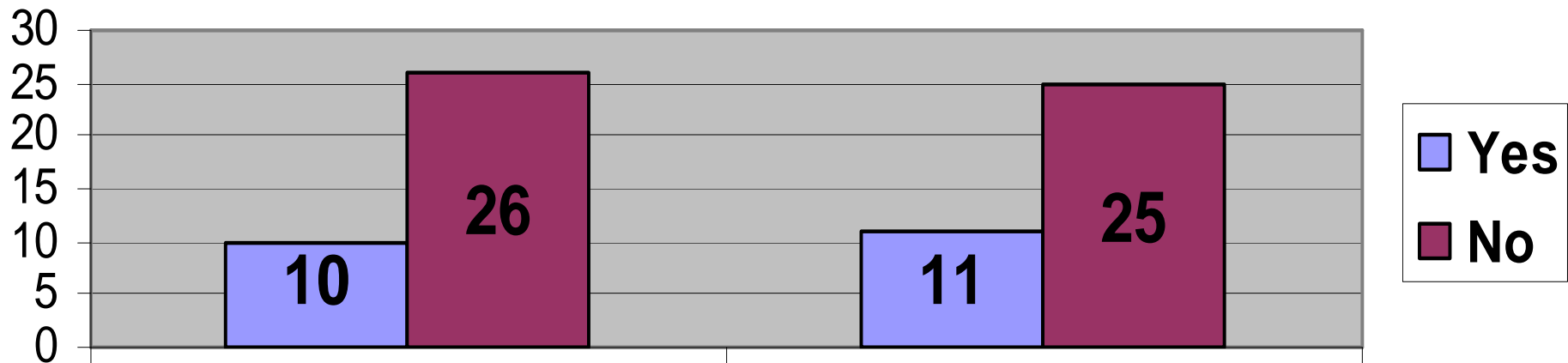
## Profile of participants

Round-table discussion	Number of participants	Gender		Age				Target group		
		F	M	21-35	36-46	47-57	58-68	Migrants	Senior Citizens	Unemployed
<i>1st</i>	<b>37</b>	30	7	7	9	9	12	21	11	16
<i>2nd</i>	<b>35</b>	29	6	6	8	10	11	10	7	20
<i>3rd</i>	<b>41</b>	36	5	7	8	13	13	13	8	15
<i>4th</i>	N/A yet-	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>113</b>	<b>95</b>	<b>18</b>	<b>20</b>	<b>25</b>	<b>32</b>	<b>36</b>	<b>44</b>	<b>26</b>	<b>51</b>



## Results from 1st round-table discussion with LCs

### 1. Knowledge and experience in SMM



1. Have you ever heard about the method of Role Model for increasing Social inclusion?

2. Have you ever participated in the trainings, based on Role Model method?



## **2. In what ways *Role model* can help You to overcome social exclusion? (Results from 2nd round-table discussion with LCs)**

- 1.** It maintains positive and optimistic attitude :”never give up on life”
- 2.** It provides real threats and opportunities:
  - a) It shows different possibilities to make positive changes in your life (like computer literacy courses, further education, voluntary work as “Voluntary job club”, and other social club’s activities with people in similar situation, participation in activities implemented by projects, etc*
  - b) It can help with language barrier, finance, socialise with more people.*
  - c) It shows the ways and methods how to be active in society and active for job search*



## **2. In what ways *Role model* can help You to overcome social exclusion? (Results from 2nd round-table discussion with LCs)**

- 3.** It shows that things are doable and possible “If she/he could manage some problems, why can’t I?”
- 4.** It strengthens the motivation and shows the ways, when you can see your own experience reflected in clip
- 5.** It shows how the people and organisations from your own personal network can help you to overcome the social exclusion (How to get support from others)
- 6.** It shows that it is necessary, that people react against this situation as a first step to overcome social exclusion.



### **3. In what ways *Mentoring* can help You to overcome social exclusion?**

(Results from 3rd round-table discussion)

1. It changes **attitude** that "You are alone"
2. It shows the ways of **solution** with concrete steps and examples
3. It creates personal **relationships**, that can be the seed of social inclusion
4. It creates the good **atmosphere** with openness and trust, because mentor is a person, who had suffered social exclusion too
5. It changes the **concept of social inclusion**, understanding that everyone of us is different and the level of social involvement also has to be different
6. Everyone has a chance to say a word, to be listened and because of that **communication is active**
7. It brings **an emotional support**.



## CONCLUSION

- Learners' Commissions role is very important not only for quality assurance of project products, process, but also they have very big impact on social inclusion.
- When we are creating Learners' Commissions groups from the same target group (*unemployed, senior citizens, migrants*), we show them, that we trust them, that we evaluate their opinion, that they are important.
- We ensure a user-led approach and together we encourage disadvantaged people to move from social exclusion to inclusion, when we give them the responsibilities and trust.



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# THANK YOU

